Glossary of Selected Terms

African American English (AAE) [AKA African American Vernacular English (AAVE)]. A dialect of American English used by many African Americans in certain settings and circumstances. Like other dialects of English, AAE is a regular, systematic language variety that contrasts with other dialects in terms of its grammar, pronunciation, and vocabulary (Center for Applied Linguistics).

alphabetic principle. In alphabetic writing systems, graphemes represent phonemes; in other words, printed letters and letter combinations represent individual sounds of spoken language.

alternative educational programs for English learners (see below).

Developmental Bilingual Education (DBE): also referred to as *maintenance bilingual education* and *late-exit bilingual education*, is an enrichment form of dual language education that uses English learners' home language and English for literacy and academic instruction throughout the elementary grade levels and, whenever possible, school as well.

Dual Language Immersion Program (aka two-way bilingual education): provides integrated language and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and crosscultural understanding. In dual language immersion programs, language learning is integrated with content instruction.

Transitional Bilingual Education Program: This program, also sometimes referred to as early-exit bilingual education, provides academic instruction in the ELs home language as they learn English. As students acquire oral English proficiency, the language of academic subjects gradually shifts from the students' home language to English.

automaticity. The ability to recognize a word (or series of words) in text effortlessly and rapidly.

base words. A free morpheme (one that can stand alone in word formation), usually of Anglo-Saxon origin, to which affixes can be added.

blending. To combine individual units of sound (e.g., syllables, onsets and rimes, and phonemes) into a single word or utterance.

Chicana/Chicano English. Chicana/o English is an ethnic dialect that children acquire as they acquire English in ethnic social settings during their language acquisition period. Chicana/o English is to be distinguished from the English of second-language learners. Chicana/o English is an independent, systematic, and rule governed language variety that bilingual and/or bidialectal people can and do choose to use, based on the context in which they find themselves. (See Access and Equity chapter for supporting details and description.)

cognates. Cognates are words in two or more different languages that are the same or similar in sound and/or spelling and that have similar or identical meanings, e.g., *democracy* in English and in Spanish *democracia*.

connecting words. Connecting words and phrases that signal how different parts of a text are linked. In narratives and other text types organized by time or sequences of events, temporal connectives (e.g., first, next, after awhile, the next day) are often used. In text types organized around ideas, such as arguments and explanations, connectives may be used in various ways, such as: to show relationships between ideas (e.g., on the contrary, for example); to organize events or sequence ideas (e.g., previously, until that time, first of all, to conclude); or to add information (e.g., in addition, furthermore). (CA ELD Standards Glossary)

context. Context refers to the environment in which language is used, including disciplinary area, topic, audience, text type, and mode of communication.

contrastive analysis. The Contrastive Analysis Hypothesis posits that by contrasting the features of two languages, the difficulties that a language learner might encounter can be anticipated. (Crystal 2003; Fries 1952)

cross-linguistic transfer. The application of first language skills and knowledge to similar domains in the second language.

culturally responsive teaching. The use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. Culturally and linguistically responsive instruction validates and affirms the home language and culture of students.

Deaf. Individuals who consider themselves members of a cultural and linguistic minority and who use American Sign Language as their primary language.

decodable texts. Reading materials designed to prompt beginning readers to apply their increasing knowledge of phonics and practice full alphabetic decoding to identify words. In decodable texts, 75-80 percent of the words consist solely of previously taught spelling-sound correspondences and the remaining 20-25 percent of the words are previously taught high-frequency irregularly spelled words and story or content words. (Note: In kindergarten and early grade one, some words are temporarily irregular because the spelling-sound correspondences have not yet been taught. Examples are *she*, *me*, and *my*.) What is considered decodable text expands in accordance with new learning.

decoding. A series of strategies used selectively by readers to recognize and read written words. The reader locates cues (e.g., letter-sound correspondences) in a word that reveal enough about it to help in pronouncing it and attaching meaning to it.

Depth of Knowledge (DOK). Depth of Knowledge is the degree of understanding a student needs to respond to an assessment item. Norman Webb describes four DOK progressive levels as recall, skills, strategic thinking, and extended thinking.

designated English language development instruction. A protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build *into and from content instruction* in order to development critical English language skills, knowledge, and abilities needed for content learning in English.

disciplinary literacy. The use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline. (McConachie and Petrosky 2010)

domain-specific words and phrases. Vocabulary specific to a particular field of study (domain).

encoding. Transferring oral language into written language. Encoding is a process by which students segment sounds of a word (phonemes), translate each phoneme into its corresponding orthographic symbol (letter or letters), and then spell the word. Accurate encoding requires knowledge of predictable sound-symbol correspondences and phonic generalizations (spelling rules).

English Language Mainstream (ELM): A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to English language development instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

English learner/English language learner. "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child. (*Education Code* section 306) (See Access and Equity chapter for further details.)

etymology. The study of the history of words.

evidence. Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

explicit instruction. The intentional design and delivery of information by the teacher to the students. It begins with (1) the teacher's modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher's direction and guidance; and (3) an opportunity for feedback.

expanded learning. Refers to before and after school, summer, and intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year.

expository text. A traditional form of written composition that has as its primary purpose the communication of details, facts, and discipline- or content-specific information.

fluency. The apparently effortless written or spoken expression of ideas; reading fluency consists of accuracy, appropriate rate, and prosody (that is expression, which includes rhythm, phrasing, and intonation). Freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.

formative assessment. A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals. (Smarter Balanced Assessment Consortium)

full alphabetic decoding. Utilizing all spelling-sound correspondences in a phonetically regular word (and blending them) to identify the word

general academic words and phrases. Vocabulary that is found across text types, particularly in written texts that provide more nuanced or sophisticated ways of expressing meaning than everyday language (e.g., devastation, reluctance, significantly, misfortune, specificity); in the CA CCSS for ELA/Literacy, general academic words and phrases are analogous to Tier Two words and phrases.

genre. A term used to classify literary works, such as novel, mystery, historical fiction, biography, short story, poetry.

gradual release of responsibility. The gradual release of responsibility model of instruction requires a progression from teacher modeling that shifts from the teacher assuming all the responsibility for performing a task to where the students assume responsibility. (Duke and Pearson 2002)

grapheme. The smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be just one letter, such as b, d, f, p, s or several letters, such as ch, sh, th, -ck, ea, -igh.

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graphic organizer. A visual representation of facts and concepts from a text and their relationships within an organized frame.

inference. The process of arriving at a conclusion that cannot be derived directly from a text.

informational text. Text that has as its primary purpose the communication of technical information about a specific topic, event, experience, or circumstance. Informational text is typically found in the content areas (e.g., science, history–social science).

integrated English language development. English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

learning center or station. A location within a classroom in which students are presented with instructional materials, specific directions, clearly defined objectives, and opportunities for self-evaluation.

limited English proficient. An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; ii(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing or understanding

the English language may be sufficient to deny the individual – (i) the ability to meet the State's proficient level of achievement on State Assessments described in section 1111 (b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. (Elementary and Secondary Education Act (ESEA) Section 9101(25), U.S. Department of Education 2010, 20)

long-term English learner. An English learner who is enrolled in any of grades 6-12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to *EC* Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

metacognitive. Higher order thinking that enables understanding; awareness of one's own knowledge and thinking and ability to understand, control, and manipulate one's own cognitive processes. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

modality. Refers to the degree of ability, necessity, obligation, prohibition, certainty, or possibility of an action or situation. Understanding of modality allows speakers and writers to temper statements, give information about the degree of obligation or certainty of a situation or idea, or express the degree to which we are willing to entertain other possibilities. (CA ELD Standards Glossary)

morpheme. A linguistic unit of relatively stable meaning that cannot be divided into smaller meaningful parts; the smallest meaningful part of a word.

Multi-Tiered System of Supports (MTSS). A framework to provide all students with the best opportunities to succeed academically and behaviorally in school.

newcomer. Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries.

nominalization. The process of creating a noun or noun phrase from another part of speech or condensing large amounts of information (e.g., an event or concept) into a noun or noun phrase. (CA ELD Standards Glossary)

nouns and noun phrases. Nouns and noun phrases represent people, places, things or ideas. A noun phrase includes a noun plus its modifiers, including articles and adjectives. (CA ELD Standards Glossary)

onset and rime. Intersyllabic units. The *onset* is the portion of the syllable that precedes the vowel (e.g., in the word *black* the onset is *bl*). The *rime* is the portion of the syllable that contains the vowel sound and consonants that follow (e.g., in the word *black* the rime is *ack*). Although not all syllables or words have an onset, all do have a rime (e.g., the word or syllable *out* is a rime without an onset).

orthography. The written system of a language, including correct spelling, according to established usage.

pedagogy. The science and art of teaching.

phonemes. The smallest units of speech that distinguish one utterance or word from another in a given language (e.g., the /r/ in rug or the /b/ in bug).

phonemic awareness. The ability to detect and manipulate the smallest units of sound (i.e., phonemes) in a spoken word.

phonics. A system of teaching reading and spelling that stresses the systematic relationship between symbols and sounds and the application of this knowledge to decoding words.

phonological awareness. A broad skill that includes identifying and manipulating units of oral language, including syllables, onsets and rimes, and phonemes.

plagiarism: Imitating the language or copying the words and/or thoughts of another without crediting the original author.

prewriting. The initial creative and planning stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize a piece of writing.

primary language. The first language a child learns to speak [California *EC* Section 52163 (4) (g)]. Primary language is a language other than English that is the language the pupil first learned or the language that is spoken in the pupil's home.

print concepts. Insights about the ways in which print works. Basic concepts about print include identification of a book's front and back covers and title page; directionality (knowledge that, in English, readers and writers move from left to right, top to bottom, front to back); spacing (distance used to separate words); recognition of letters and words; connection between spoken and written language; understanding of the function of capitalization and punctuation; sequencing and locating skills.

print-rich environment. An environment in which students are provided many opportunities to interact with print and an abundance and variety of printed materials are available and accessible. Students have many opportunities to read and be read to.

proficiency level descriptors (PLDs). PLDs provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

project based learning (PBL). An extended process of inquiry in response to a complex question, problem, or challenge. Projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication, and critical thinking), and create high-quality, authentic products and presentations.

prosody. The defining feature of expressive reading and combines all of the variables of timing, phrasing, emphasis, and intonation that speakers use to help convey aspects of meaning and to make their speech lively.

reading comprehension. The ability to apprehend meaning from print and understand text. At a literal level comprehension is the understanding of what an author has explicitly stated or the specific details provided in a text. At a higher-order level, comprehension involves reflective and purposeful understanding and inference making that is thought-intensive, analytic, and interpretive.

rebus. A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

reciprocal teaching. An instructional activity in which students become the teacher in a small group. Teachers model then help students guide group discussions using four strategies: summarizing, questioning, clarifying, and predicting. Reciprocal teaching encourages students to think about their own thought process, to be actively involved, monitor their comprehension as they read, and learn how to ask questions.

register. Refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken). Specific examples of contextual variables are: the nature of the communicative activity (e.g., talking with someone about a movie, persuading someone in a debate, or writing a science report); the nature of the relationship between the language users in the activity (e.g., friend-to-friend, expert-to-learner); the subject matter and topic (e.g., photosynthesis in science, the Civil War in history); and the medium through which a message is conveyed (e.g., a text message versus an essay). (CA ELD Standards Glossary)

revising. A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to editing, a larger-scale activity often associated with the overall content and structure of a text.

Response to Intervention (RTI) (aka RTI²). Response to intervention, or response to intervention and instruction, integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

root word. A morpheme, usually of Latin origin in English, that cannot stand alone but that is used to form a family of words with related meanings. (Moats, 2000)

scaffolding. Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

schema. A reader's organized knowledge of the world that provides a basis for comprehending, learning, and remembering ideas in stories and texts.

self-monitoring. A metacognitive behavior by which students actively attend to their understanding of text. Self-monitoring includes the conscious effort to use decoding and comprehension strategies when students are aware they are experiencing difficulty.

sentence types:

Declarative—a sentence that makes a statement.

Exclamatory—a sentence that makes a vehement statement or conveys strong or sudden emotion.

Imperative—a sentence that expresses a command or request.

Interrogative—a sentence that asks a question or makes an inquiry.

shades of meaning. Created by using various language resources, including vocabulary, figurative language, phrasing, using dependent clauses to begin sentences in order to emphasize something, etc. For example, vocabulary can be used to evaluate (e.g., Misty was a stubborn horse) or express degree or intensity (e.g., It's very likely that..., It was an extremely gloomy room). In addition, phrases and clauses can be used to create nuances or precision and to shape how the message will be interpreted by readers/listeners.

sight vocabulary/sight words. Words that are read automatically on sight because they are familiar to the reader. They may be words that are taught as wholes because they are irregularly spelled or because the spelling-sound correspondences have not yet been taught. The term also may refer to regularly-spelled words that have been decoded enough times that they are now recognized with little conscious effort (i.e., by sight).

source. A text used largely for informational purposes, as in research.

standard English. The most widely accepted and understood form of expression in English in the United States; used in the CCSS to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2.

Standard English learners (SELs). Native speakers of English who are ethnic minority students (e.g., African-American, Native American, Southeast Asian-American, Mexican-American, and Native Pacific Islander) and whose mastery of the

"standard English language" that is used in schools is limited. SELs use an ethnicspecific dialect of English in their homes and communities and use Standard English in limited ways in those communities. (LeMoine 1999, Okoye-Johnsom 2011)

story grammar. The important elements that typically constitute a story. In general the elements include plot, setting, characters, conflict or problem, attempts or resolution, twist or complication, and theme.

Structured English Immersion (SEI): "Sheltered English " or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. (*Education Code* section 306)

structured/guided practice. A phase of instruction that occurs after the teacher explicitly models, demonstrates, or introduces a skill or strategy. In this phase students practice newly learned skills or strategies under teacher supervision and receive feedback on performance.

summative assessment. Measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready. Accurately describes both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems.

Assessments should be valid, reliable, and fair. (Smarter Balanced)

syllabication. The division of words into syllables, the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination.

syllable: A unit of speech consisting of one uninterrupted vowel sound which may or may not be flanked by one or more consonants; uttered with a single impulse of the voice

syntax: the study of the rules and patterns for the formation of grammatical sentences and phrases.

systematic instruction. The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts.

technical subjects. A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music. (CCSS Glossary)

text complexity. The inherent difficulty of a text combined with consideration of reader and task variables; in the CCSS, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

text complexity band. A range of text difficulty corresponding to grade spans within the CCSS; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–College and Career Readiness.

text features. Structural items used to organize content and support comprehension, including print features, graphic aids, information aids, and organization aids. Examples of text features include titles, headings, margin notes, charts, diagrams, hyperlinks, icons, photographs, bold/color print, boxed texts, glossaries, and maps.

textual evidence. See evidence

Universal Design for Learning (UDL). A set of principles for curriculum development that give all individuals equal opportunities to learn.

verb tenses. Verb tenses (present, past, future) and aspects (simple, progressive, perfect) help to convey time relationships, status of completion, or habitualness of an activity or state denoted by the verb. (CA ELD Standards Glossary)

word analysis. Refers to the process used to decode words, progressing from decoding of individual letter-sound correspondences, letter combinations, phonics analysis and rules, and syllabication rules to analyzing structural elements (including prefixes, suffixes, and roots). Advanced word-analysis skills include strategies for identifying multisyllabic words.

word recognition. The identification and subsequent translation of the printed word into its corresponding sound, leading to accessing the word's meaning.

writing as a process (or process writing). The process used to create, develop, and complete a piece of writing. Depending on the purpose and audience for a particular piece of writing, students are taught to use the stages of prewriting, drafting, revising, editing, and publishing.

writing types and purposes (text types). Three major types of writing are identified in the CCSS:

Argument/Opinion¹ - A reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. Students make claims about the worth or meaning of a literary work or words and defend their interpretations or judgments with evidence from text. In grades K-5, the term opinion refers to this developing form of argument.

Informational/Expository - This writing conveys information accurately and serves one or more closely related purposes: to increase reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Narrative - This writing conveys experience, either real or imaginary, and uses time as its structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.

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¹ In the CCSS argument and opinion are the identified writing types. Although the purposes of argumentative and persuasive writings are similar, such as to convince others to support a position or policy, the two types of writings are often motivated by different purposes. Persuasive texts often make claims that are not always substantiated, often appeal to the audience's emotions, and may not take opposing views into account. Argumentative writing is focused on substantiated claims that appeal to logical reasoning and evidence, appeal to the writer's credibility, and present opposing counterclaims or rebuttals.